

Testing Program Annual Review

Board Policy:

School board policy 505.4, Testing Program, states,

“A comprehensive testing program is established and maintained to evaluate the education program of the school district and to assist in providing guidance or counseling services to students and their families.”

According to the policy, it is the responsibility of the superintendent and principals to develop administrative regulations regarding this policy. The policy continues to state, “It is the responsibility of the board to review and approve the evaluation and testing program.”

Background:

Results of student assessments are used by all stakeholders to make program, staffing, professional development, instructional, financial, and personal decisions. They are an important component of both the Collecting/Analyzing Student data step and the On-going Data Collection step in the Iowa Professional Development Model. State-wide and district-wide summative assessments are mandated by Iowa Code (Chapter 12) and used for district accreditation and federal reporting, as defined by the *Every Student Succeeds Act* (ESSA) legislation. ESSA requires that states annually assess all students on achievement of grade-level, state-adopted standards in reading, mathematics, and science.

The **Iowa Statewide Assessment of Student Progress (ISASP)** is the summative accountability assessment for all Iowa students that meets the requirements of the federal Every Student Succeeds Act (ESSA). The test was developed by Iowa Testing Programs (ITP) at the University of Iowa as per the Iowa Legislature (HF 2235) and was first administered in the spring of 2019. The ISASP is aligned to the Iowa Core academic standards and accurately describes student achievement and growth.

Strategic Plan:

Academic achievement is measured by student assessment, and the first of our three primary school improvement strategies is

“We will improve student academic performance and reduce the achievement gap.”

Recommended Action:

I recommend the board move to approve the annual review of the Belmond-Klemme Evaluation and Testing Program as it appears on the next two pages.

[illegible]

Assessment Data Disaggregation Plan

Belmond-Klemme Community School District has decided to use the following areas to help categorize data collected about the students' performances.

- | | |
|------------------------------------|---|
| <input type="checkbox"/> Gender: | Boys versus girls |
| <input type="checkbox"/> Quartiles | Standardized Tests |
| <input type="checkbox"/> E.L.L. | English Language Learners (formerly E.S.L.) |
| <input type="checkbox"/> Mobility | Length of Time in District |

Although the school has identified the areas above for the purposes of our school improvement plan, other methods of disaggregation may be employed to aid in the identification of gaps in instruction.

Disaggregated data may not be shared with the School Board, the School Improvement Advisory Council, or the public as there is a possibility that our small group size could compromise the identity of the individuals tested.

Standardized Assessment Levels of Performance

For student evaluation purposes, Belmond-Klemme Community School will use the three levels of performance defined and facilitated by the Iowa Testing Program:

- | | |
|------------------------|-------------------------------|
| 1. Low | (0 - 40th percentile), |
| 2. Intermediate | (41st - 89th percentile), and |
| 3. High | (90th - 99th percentile). |